

**THE CORRELATION BETWEEN STUDENTS' LEARNING
HABIT AND THEIR LISTENING ACHIEVEMENT BY
THE FIRST YEAR OF STATE ISLAMIC SENIOR
HIGH SCHOOL SUNGAI PAKNING
BENGKALIS REGENCY**



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PEKANBARU
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(S.Pd.)



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ABSTRACT

REDY IRFANDI (2012) The Correlation between Students' Learning Habit and Their Listening Achievement at the First Year of State Islamic Senior High School Sungai Pakning Bengkalis Regency

Based on writer preliminary study, it was found that, the students could not reach the Standard Minimum Score of Listening. The students did not know how to increase their listening ability. This problem was caused by some factors. For example, some of students did not ask their teacher about the material which he or she does not understand; some of students did not pay attention to the material being taught. So, the writer was interested to carrying out the research about this problem.

The research was administered at State Islamic Senior High School Sungai Pakning Bengkalis regency. There are two variables used in this research; students' learning habit as X variable and listening achievement as Y variable. the subject of this research is the the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency, while the object of this study is the correlation between students' learning habit and their listening achievement. The design of this research is a correlative research.

The population of this research was all of the first year students and the writer took 60 students as sample of this research by using total sampling. To collect the data, the writer used questionnaire to find out the students' learning habit and test to identify the students' listening achievement. To analyze the data, the writer adopted by using SPSS.

From the data analysis, the writer found that there is a significant correlation between the students' learning habit and their listening achievement at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency, where r_o shows 0.672 at significant level 5%, it shows 0.273, and at level 1%, it shows 0.354. Thus, null hypothesis (H_o) is denied, and alternative hypothesis (H_a) is accepted which shows $0.273 < 0.672 > 0.354$.

ABSTRAK

REDY IRFANDI (2012) Hubungan antara Kebiasaan Belajar Siswa dan Pencapaian Keterampilan Pendengarannya pada Siswa Kelas Satu Madrasah Aliyah Negeri Sungai Pakning Kabupaten Bengkalis

Berdasarkan studi pendahuluan penulis, ditemukan bahwa siswa tidak bisa mencapai Standar Ketuntasan Minimal keterampilan pendengaran. Siswa tidak tahu bagaimana cara meningkatkan kemampuan pendengaran mereka. Hal ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa tidak menanyakan kepada guru tentang materi pelajaran yang tidak dipahami; sebagian siswa tidak memperhatikan pelajaran yang diajarkan oleh gurunya. Oleh Karena itu, penulis tertarik melakukan penelitian tentang hal ini.

Penelitian ini dilaksanakan di Madrasah Aliyah Negeri Sungai Pakning kabupaten Bengkalis. Ada dua variabel dalam penelitian ini yakni kebiasaan belajar siswa (variabel X) dan pencapaian keterampilan pendengaran siswa (variabel Y). Subjek dari penelitian ini adalah siswa kelas satu Madrasah Aliyah Negeri Sungai Pakning kabupaten Bengkalis sedangkan objek dari penelitian ini adalah hubungan antara kebiasaan belajar siswa dan pencapaian keterampilan pendengarannya. Adapun jenis penelitian ini adalah penelitian korelasi.

Populasi dalam penelitian ini adalah seluruh siswa kelas satu Madrasah Aliyah Negeri Sungai Pakning kabupaten Bengkalis. Penulis mengambil 60 siswa sebagai sampel dalam penelitian ini dengan menggunakan teknik total sampling. Untuk mengumpulkan data, Penulis menggunakan kuesioner untuk mengetahui kebiasaan belajar siswa dan tes untuk mengetahui pencapaian keterampilan pendengaran siswa. Dalam mengolah data, penulis menggunakan SPSS.

Berdasarkan hasil analisa data, penulis menemukan adanya hubungan yang signifikan antara kebiasaan belajar siswa dan tingkat pencapaian skill pendengaran pada kelas satu Madrasah Aliyah Negeri Sungai Pakning kabupaten Bengkalis dimana r_o menunjukan 0.672 pada level signifikan 5% adalah 0.273 dan pada level 1% adalah 0.354. Maka, hipotesa awal ditolak dan hipotesa alternatif diterima, ditunjukkan dengan $0.273 < 0.672 > 0.354$.

ريدي إرفاندي (2012): العلاقة بين العرف الدراسي و الإنجاز الدراسي لطلبة الصف الأول
بالمدرسة العالية الحكومية سوغاي فاكينغ منطقة بينكالييس.

كشف الباحث بناء على الدراسة الأولية أن الطلاب لم يحصلوا معيار النتائج المقررة في الاستماع. لا يعلم الطلاب في ترقية كفاءتهم في الاستماع و تأتي هذه المشكلة بأسباب مثل، لا يريد الطلاب أن يسألوا المدرسين عن المواد التي لا يفهمونها: أن الطلاب لا يهتمون إلى مواد الدراسة لذلك رغب الباحث في أداء هذا البحث لحل المشكلات.

انعقد هذا البحث بالمدرسة العالية الحكومية دارما التربية بمركز كيمفاس منطقة إندرا غيري هيلير. يستخدم هذا البحث متغيرين اثنين هما العرف الدراسي لدي الطلاب للمتغير X و إنجازهم في الاستماع للمتغير Y. الموضوع في هذا البحث طلبة الصف الأول بالمدرسة العالية الحكومية سوغاي فاكينغ منطقة بينكالييس بينما الهدف في هذا البحث العلاقة بين العرف الدراسي و الإنجاز الدراسي. يعرض هذا البحث كبحث العلاقة.

الأفراد في هذا البحث طلبة الصف الأول ثم أخذ الباحث بقدر 60 طالبا لعينات هذا البحث باستخدام عينة عشوائية. استخدم الباحث في جمع البيانات الاستبيان للبحث عن العرف الدراسي ثم الاختبار لتعيين إنجاز الطلاب الدراسي. ثم استخدم الباحث س ف س في تحليل البيانات.

كشف الباحث مبنا على تحليل البيانات أن هناك علاقة هامة بين العرف الدراسي و الإنجاز الدراسي لطلبة الصف الأول بالمدرسة العالية الحكومية سوغاي فاكينغ منطقة بينكالييس مع أن r_0 تدل 0.672 في مستوى الدلالة 5 في المائة، وتدل 0.273 في مستوى الدلالة 1 في المائة ما تدل 0.354. لذلك، فإن الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة ما تدل $0.354 < 0.672 > 0.273$.

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CHAPTER I

INTRODUCTION

A. Background

Listening skills is one of the components of English as pointed by Paulston and Burder that language skills are listening, reading, speaking and writing¹. On the other hand, Mary Underwood defines listening as the activity of paying attention to and trying to get meaning from something we hear².

Mary Underwood also pointed out some of problems encountered by the students when they were in listening class such as lack of control over the speed at which speakers speak, not being able to get things repeated, the listener's limited vocabulary, failure to recognize the 'signals', problems of interpretation, in ability to concentrated, established learning habits³. In this case, the writer concentrate to one of them, established learning habits.

MAN Sungai Pakning is one of educational institutions in Bengkalis regency. In this school, English is learned and taught as a compulsory subject. Furthermore, it is also one of the subjects that is tested in National Examination (Ujian Nasional). Many students failed and got stress-faced questions in National Examination especially listening. Listening is taught based on curriculum. Based on the school-based curriculum English, the standard competence for listening is

¹M.Syafi'i, *from Paragraphs to a Research Report: A Writing Of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Syaf Intensif, 2007). p.133-134

²Underwood, Mary. *Teaching Listening; Longman Handbooks for Language Teachers*. (New York: Longman Inc, 1989) p.4

³*Ibid.* p.20

“The students are able to understand the meaning of transactional conversation, sustained conversation and thanked to fulfill the needs of daily life and access knowledge”.⁴

Listening as one of language skills was taught by the English teacher at State Islamic Senior High School Sungai Pakning. The teacher used recorded material as sources of material to be learned by the students. It is based on some consideration such as (a) a much wider variety of listening experiences can be brought to the students; (b) teacher’s mother tongue is not English, it provides opportunities for students to hear native speakers of the language; (c) the recording can be replayed over and over again and always will be the same so it could be avoid from misunderstanding interpretation; (d) not being able to see the speaker means that the students must fully concentrate on what they hear; (e) the teacher can prepare the whole listening activity before arriving at the class; and (f) students may be able to work alone and in on their own time.⁵

In vice versa, there are many students of the first year of MAN Sungai Pakning still encounter difficulties in their English class especially listening. It is because of some students do not pay attention when they have listening class, rarely do homework, and they used to play with their classmate when they have English class, They do not ask the teacher about the material being taught which he or she does not understand, and they also do not prepare themselves when they

⁴ Silabus Bahasa Inggris Kelas 1 MAN Sungai Pakning, p.1

⁵ Mary Underwood: p.95-96

have English class. Because of their habits above, many students get the low score for English subject. As information, In this school, the Standard Minimum Score (KKM) for English lesson (Writing, Speaking, Reading and Listening) is 60 point. Many students could not pass the Standard Minimum Score for this lesson, especially in listening skill. The writer got this information from English teacher who teaches there. In short, the problems are identified as follows:

1. Some of students get the low score in every session of listening task which is given by the teacher
2. Some of students do not prepare themselves when they have English class
3. Some of students do not ask the teacher about the materials being taught which he or she do not understand
4. Some of students seldom do homework
5. Some of students do not pay attention when they have English class
6. Some of students used to play with their classmate when they have English class

Based on the statements above, the writer is interested in carrying out a research entitled: **The Correlation between Students' Learning Habit and Their Listening Achievement at the First Year Students Of State Islamic Senior High School Sungai Pakning Bengkalis Regency.**

B. Definition of the Term

The topic of this research is a correlation between students learning habits and their listening achievement at the first year students. To avoid misunderstanding in comprehending this research topic, hence the writer gives definition of term as follows:

a. Correlation

Hornby says that correlation is mutual relationship. Tuckman states that correlation is an indication of the predictability of one variable given the other. Rousek says that correlation is the degree to which measurements from two sets of variable correspond to each other. Wade and Travis say that correlation is a measurement of how strong two variables are related to one another. In this research paper, correlation is to determine the relationship between the students' learning habits and their listening achievement.

b. Student

Based on Longman dictionary, student is a person who is taking part in setting goals and objectives of learning⁶. In this research paper, Student refers to the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency.

⁶Richard, C.J., John, P. & Heidi, P. *Longman Dictionary of Language Teaching and Applied Linguistics*, (England: Longman Group UK Limited, 1999) p.225

c. Learning

According to Harold, Learning is the process by which an activity originates or change throughs reacting to an encountered situation⁷.

Skinner pertains that learning is a change in performance as the result of practicing⁸. In this research paper, learning is the process of first year student to get knowledge at State Islamic Senior High School Sungai Pakning Bengkalis Regency.

d. Habit

Based on Longman dictionary, “Habit” is a pattern of behaviour that is regular and which has become almost automatic as a result of repetition⁹. In this research paper, “habit” refers to student habit or behavior in process of getting knowledge at State Islamic Senior High School Sungai Pakning Bengkalis Regency especially listening.

e. Listening

Mary Underwood states that listening is the activity of paying attention to and trying to get meaning from something we hear¹⁰. In this research

⁷Narisfa Indra. The Appropriateness of Students’ Learning Style and Their Learning Strategies in Learning English at MtsN Pangean Kuantan Singingi Regency.(Pekanbaru: UIN SUSKA, 2009) p.6

⁸Nina Dewi Rahayu. The Students’ Interest in Learning English at the Second Year of Madrasah Tsanawiyah Al-Muttaqin Pekanbaru, (Pekanbaru: UIN SUSKA, 2009) p.5

⁹Richard Jack, et al, *Op. cit.* p.165

¹⁰Mary Underwood, *Op. Cit*, p.1

paper, Listening refer to students' listening achievement at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency.

f. Achievement

Achievement is a test which measures how much of a language someone has learned with reference to a particular course of study or programmed of instruction¹¹. Morgan mentions that “achievement” is a power to accomplish on a test of knowledge or skill. In addition, Hornby mentions that “achievement” is action of achieving something with effort and skill¹².

C. Problems

Based on the explanation above, most of the State Islamic Senior High School Sungai Pakning Bengkalis regency faces the difficulties in listening.

1. Identification of the Problem

Based on the background above, it is known that there are many students get the lower score in their listening test. There many factors obstruct this condition. One of them is related to their learning habits. Therefore, the problems are depicted as follows:

¹¹Mary Underwood, *Lot. Cit*, p.3

¹²Hornby, A.S. *Advanced Learner's Dictionary and Current English Oxford*, (Oxford: Oxford University 1995). p.654

- a. How is the correlation between students' learning habits and their listening achievement at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency?
- b. Why do some students get the lower score when they have listening task?
- c. Why do some students not prepare themselves when they have English class?
- d. Why do some students not ask their teacher when they do not understand about the materials being taught by their teacher?
- e. Why do some students not do their homework?

2. Limitation of the Problem

Based on the identification of the problems above, the writer needs to limit the problems as follows:

- a. The students' learning habit at first year of State Islamic Senior High School Sungai Pakning of Bengkalis regency
- b. The students' listening achievement at the first year of State Islamic Senior High School Sungai Pakning of Bengkalis regency
- c. The correlation between students' learning habit and their listening achievement at the first year of State Islamic Senior High School Sungai Pakning of Bengkalis regency

3. Formulation of the Problem

Based on the limitation of the problems stated above, thus, the writer formulates the problems as follows:

- a. How is students' learning habit at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency?
- b. How is students' listening achievement at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency?
- c. Is there any significant correlation between students' learning habits and their listening achievement at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency?

D. Objective and Significance of the Research

1. The Objective of the Research

Based on formulation of the problem, the objective of the research can be seen as follows:

1. To find out the students' learning habits at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency.
2. To find out the students' listening achievement at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency.
3. To determine if there is significance correlation between students' learning habit and their listening achievement at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency.

2. Significance of the Research

1. To determine the correlation between students' learning habit and their listening achievement at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency
2. To enlarge and develop the writer's insight and knowledge dealing with the research
3. To fulfill one of partial requirements to finish the study at English Education of Faculty of Education and Teachers' Training of UIN Suska Riau

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Learning Habit

According to Harold, Learning is the process by which an activity originates or changes through reacting to an encountered situation¹³. From this meaning, we can conclude that learning means an activity to gain knowledge or skill through reacting to an encountered situation.

Based on Longman dictionary, “Habit” is a pattern of behaviour that is regular and which has become almost automatic as a result of repetition¹⁴. From this meaning, the writer wants to conclude that habit is regular activities done by the student as a learner that becomes habitual action and almost automatic as a result of repetition.

According to the statement of Dan Rhoads, there are five critical learning habits, they are as follows:

- a. Values and Attributes, including knowledge of the social values inherent in science, mathematics and technology, and attitudes towards learning and other disciplines. In particular, science education is in a particularly

¹³ *Opcit.* p.6

¹⁴ Richard, et al, *Opcit.* p.165

strong position to foster three general societal values: curiosity, openness to new ideas, and informed skepticism.

- b. Computation and Estimation: thinking skills that enable knowledge to be understood and applied effectively in solving problems.
- c. Manipulation and Observation: “Everyone should acquire the ability to handle common materials and tools for dealing with household and other everyday technologies, for making careful observations, and for handling information.”
- d. Communication Skills: “Discourse in science, mathematics, and technology calls for the ability to communicate ideas and share information with fidelity and clarity, and to read and listen with understanding. Some of the skills involved are specific to science, mathematics, and technology, and others are general ”although those are not independent of content.”
- e. Critical-response Skills: “In various forms, the mass media, teachers, and peers inundate students with assertions and arguments, some of them in the realm of science, mathematics, and technology. Education should prepare people to read or listen to such assertions critically, deciding what evidence to pay attention to and what to dismiss, and to distinguish careful arguments from shoddy ones. Furthermore, people should be able to apply those critical skills to their own observations, arguments, and conclusions, thereby becoming less bound by their own

prejudices and rationalizations. Although most people cannot be expected to become experts in technical fields, everyone can learn to detect the symptoms of doubtful assertions and arguments¹⁵.

According to Mayland Community College, Good study habits include many different skills:

1. Time management
2. Selfdiscipline
3. Concentration
4. Memorization
5. Organization
6. Effort

“Habit” has a strong relationship with activities. As a learner, many possible activities that can be done in learning. According to Chamot, et al the characteristics of a good learner are:

1. Pay attention
2. Do the work
3. Cooperate
4. Ask question
5. Independent
6. Listen to teacher and classmates

¹⁵Rhoads, D. *Critical Learning Habits*. from <http://bitesizebio.com/2008/02/13/critical-learning-habits/>. Retrieved on January 21st 2011

7. Active in class¹⁶

From many ways and the characteristics of language learners above, the students can find various ways that can be done usefully by them to do something.

Activities are important for the students in learning. It can be said that activity is a part of learning process. So, the influencing activities that become habits also influence their listening achievement.

2. The Concept of Listening

Littlewood states that listening has often been called a passive skill¹⁷. The nature of listening comprehension means learner should be encouraged to engage in active process of listening for meaning, using not only the linguistic cues but also his nonlinguistic knowledge. Learner should also be made aware that not every clue is equally important to the message.

Richard states that the study of listening comprehension processes in second language learning focuses on the role of individual linguistic units as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. It therefore includes both top-down processing and the bottom-up processing¹⁸.

¹⁶Chamot, Uhl, Anna, et al. *Learning Strategies*. (New York: Longman Inc, 1999). p.53

¹⁷Littlewood, William. *Communicative Language Teaching on Introduction*. (New York: Part Chester Melbourne Sidney, 1981). p.66-67

¹⁸Richard, Jack, *Op cit*, p35

Nunan also states that two views of listening have dominated language pedagogy¹⁹. These are the “bottom-up” processing view and the “top-down” interpretation view. The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (or phonemes) to complete texts. Anderson and Lynch called this the listener a tape-recorder view of listening because it assumes that the listener takes in and stores messages in much the same way as a tape recorder, sequentially, one sound, word, phrase, and utterance at time²⁰.

The alternative, top-down view, suggest that the listener actively construct (or, more accurately, reconstructs) the original meaning of the speaker using incoming sounds a clues. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hears.

Students have different motivation toward listening. Some of them have high motivation while the others seem to have low motivation, and they are reluctant to do listening. The fact, it may be frequently dealing with the motivation problems that often faced students who have low motivation. Generally, they are not succesfull in their listening. It seems that their motivation to listen does not show their expectancy to engage their willingness in the listening.

¹⁹Nunan, David. *Language Teaching Methodology*. (New York: Prentice hall, 1990). p.200

²⁰Nunan, *Op, cit*, p.201

Finally, to be a good listener, people have to comply bottom-up and top-down strategies in reconstructing messages. Bottom-up depicted whereby listener try to retrieve some information from tape recorder or radio then written down what they can recall it. While top-down strategies are the way in which listeners are required to read such a topic then they provided the same topic, finally they have to recall what the speaker said.

Doff, et al states that listening is not merely a 'passive' or 'receptive' skill; rather than when we listen we naturally employ a variety of active strategies which help us to make sense of what we are listening to²¹. These strategies include:

1. Making prediction about what the speaker is going to say next or where the discourse is leading to
2. Matching what we hear against our own experience, knowledge of the world, and preconception.
3. Trying to visualize elements of what we hear, and form a mental picture that corresponds roughly to that of the speaker.
4. Distinguishing the main point of what we hear from less important details, and following the thread of a conversation or anecdote.
5. Listening out for particular points of detail that are especially relevant to us.
6. Responding intellectually and emotionally to what we hear.

²¹Doff, Andrian and Carolyne, Becket. *Listening Students Book*. (England: Cambridge University Press. 1991), p.9

3. The Factors that Influence the Students' Activities in Improving Their Ability in Listening Comprehension

There are some factors that influence the students in learning process. According to Guo, there are three factors that influence the students' activities in improving their ability in listening comprehension namely:

1. Students' psychological

These factors refer to those non-mental factors not directly involving cognitive process such as; interest, attention, learning emotion, attitude, motivation and will power.

2. Grammar knowledge

Language knowledge is the foundation of learning English. If students' knowledge of pronunciation, grammar, and vocabulary is probable so that their English Listening comprehension will be negatively affected by lack of language knowledge. However, the most basic outward shell of language is pronunciation and intonation. When students' pronunciation knowledge is inadequate their capacity to discriminate will be weak and affect listening.

3. Cultural background

According to Naizhao (an American Linguist Sapir) maintains that, "Language cannot exist without culture.....culture can be explained as what society thinks and does, and the language is the expression of the ideas of the society." Thus if students' pronunciation, grammar,

vocabulary and cultural knowledge are prosper, they must be grounded in a sound knowledge of the society in which the language is based²².

There are some factors that influence listening abilities. They are as follows:

1. Physical factors (hearing loss, hyperactivity, limited attention span, inability to sit still, easily distracted)
2. Physical environment (comfort of listener, location of listener in relation to the speaker)
3. Emotion and phsychological factors (environment and conditions of trust that exists, listeners' self concept).
4. Fluency of English²³

In the other hand, there are many factors that influence the students' activities in improving their ability in listening comprehension. One of them lack of practice. It is dominant factors that can obstruct the students in improving their listening ability. If the students are lack of practice their listening skill, of course they will not be able to listen English well. Byrd states that the more the students practice their listening skill, the better the students will become, it just takes time and effort²⁴.

²²Guo, Naizhao. *An Investigation of Factors Influencing English Listening Comprehension and Possible measures for Improvement*. from <http://www.aare.edu.au/05pap/guo05088.pdf> . Retrieved on January 20th , 2011

²³ *Some Factors Influence Listening Abilities*. From <http://www.sasked.gov.sk.ca/docs/mla/speak.html> Retrieved on January 24th , 2011

²⁴Byrd, Michael. *Improving Your Listening Skills*. from <http://www.healthacker.com/2007/08/21/Improve-your-listening-skill/>. Retrieved on January 20th , 2011

One of the most important aspects of effective communication is our listening skills. Imagine how wonderful the world could be if everyone really made an effort not only to listen, but also actually try to understand what others are saying. In order to truly understand what someone says, you also need to understand their perspective and frame of reference. Rodger Constandse pertains some tips to help students become better listeners are:

1. Listen for ideas and central themes

2. Judge content, not delivery

Focus on what speaker is saying and trying not to be unduly influenced by his or her way of saying it

3. Put yourself in their shoes

If you want to understand where the speaker is coming from, you have to see things from their perspective and frame of reference.

4. Do not jump to conclusion

5. Concentrate and resist distraction

6. Use the fast pace of thought to your advantage

7. Check your emotions

8. Work at listening

Be an active listener. Ask questions and seek clarification. Actively share in the sender's efforts to improve your level of understanding, whether or not you think you will agree.

In addition, Michael Byrd also states that if you want to improve your listening skills, then, you are going to have to listen. It is not actually hard to do, but you need to make an effort to concentrate on what the person is actually saying²⁵. To fix common mistakes when it comes listening, it just takes practice and a focused effort. The efforts are:

1. Force yourself to pay attention-even if the speaker is boring
2. Listen to what is being said even if you don't want to
3. Try not to draw a conclusion before listening to the other person
4. If you are unsure of what they said, ask them to confirm it

Underwood points out that there are three stages in listening²⁶. The stages are the following:

1. The pre-listening stage

Pre-listening work can consist of a whole range of activities, including:

- a. The teacher gives background information;
- b. The students read something relevant;
- c. The students look at pictures;
- d. Discussion of the topic/situation;
- e. A question and answer session;
- f. Written exercise;
- g. Following the instructions for the while-listening activity;

²⁵Mychael Byrd. *Lot. Cit*;

²⁶Underwood, *Op. Cit*; p.31

h. Consideration of how the while-listening activity will be done

2. The while-listening stage

Mary states while-listening activities are what students are asked to do during the time that they are listening to the text. As far as listening comprehension is concerned, the purpose of while-listening activities is to help learners develop the skill of eliciting messages from spoken language

3. The post-listening stage

Post-listening activities embrace all the work related to the particular listening text (whether recorded or spoken by the teacher) which is done after listening is completed. Some activities are extensions of the work done at the pre-listening stages and some relate only loosely to the listening text. The form of post-listening activity is answering of multiple-choices questions or “open” questions based on a spoken text²⁷.

From explanation above, it can be said that effort is important in learning activities because by doing something different effort the students can improve their abilities in listening. According to Norris, it is unlikely the students will progress very much if the only listening practice they get is in the classroom. One way to get students to listen to English outside class is to assign listening as homework. Although students have few opportunities to engage native speakers of English conversations, there are many other sources of listening material they can

²⁷Marry Underwood. *Op. Cit*; p.74

use. These include movies, music, radio and television programs, text tapes, commercial tapes, and material on file school libraries²⁸.

In conclusion, there are many factors that influence students' listening achievement such as physical factors, physical environments, and et cetera. As one of the part of the test in final examination, listening is one of the language skills should be pay attention by the students.

B. Relevant Research

The research can be accepted, and be continued because it is relevant with several writers that have been conducted before. However, the research has the same object but it has different problem. It can be seen from the previous thesis belows:

According to Rahmi Fitriani (2005) in her research entitle: the students' efforts in improving their speaking ability at fourth semester of UIN SUSKA Pekanbaru. This research used random sampling that only took 44 persons of 135 students. It means that the research took 33% of the students. The writer of this research used questionnaire technique and interview technique. Based on the research, the students' effort in improving their speaking ability was fair. It means they had some efforts but they were not as good as they could do and applied it. We can see from the research finding. The result of the data presentation shows

²⁸Norris, Robert. W. *Teaching Reduced Form: An Aid for Improving Lower-Level Students' Listening Skills*. from <http://www2.gol.com/user/norris/reuced1.html>. Retrieved on January 15th 2011

that only 63.35% of the respondents did the efforts in improving their speaking ability.

Another study is “The students efforts in improving their capabilities in reading comprehension at the second year of SMPN 09 Rengat” written by Nur Widyawati in 2006. The writer took all of the second year students of SMPN 09 Rengat that consisted of two classes and the total number was 61 students. To collect the data of the research, the writer used test and questionnaire as instrument. The writer concludes that the students’ effort in improving their capabilities in reading comprehension was classified into fair level (56,0%).

So, for the study “The correlation between students learning habits and their listening achievement at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency”, the writer focused on the activities or learning habits and their listening achievement.

C. Operational Concept

Operational concept is a concept used to give explanation about theoretical framework to avoid misunderstanding toward research. The explanation is to describe the concept used by the writer. In this research, there are two variables, they are X refers to students’ learning habits and Y refers to students’ listening achievement.

“X” variable can be seen in the following indicators:

1. The students give response about the material in listening class
2. The students ask the teacher when they do not understand about the material in listening class.
3. The students do the task dealing with subject in listening
4. The students practice their subject dealing with listening at home
5. The students use dictionary when they find difficult word in listening
6. The students pay attention to the course during listening process

“Y” variable can be seen in following indicators:

1. Students are able to identify the meaning of expressing happy
2. Students are able to respond to expressing happy
3. Students are able to identify the meaning of expressing sympathy
4. Students are able to response to expressing sympathy
5. Students are able to identify the meaning of showing attention
6. Students are able to response to showing attention
7. Students are able to identify the meaning of expressing instruction
8. Students are able to respond to expressing instruction

D. Assumption and Hypothesis

1. Assumption of the Study

Before formulating hypothesis as response to the problem, the researcher would like to present assumption as follows:

- a. The students have different learning habit
- b. Students that have good learning habit have good listening achievement
- c. There is a significant correlation between students' learning habit and their listening achievement

2. The Hypothesis

- a. Alternative hypothesis (H_a)

There is a significant correlation between students' learning habit and their listening achievement at the first year students of State Islamic Senior High School Sungai Pakning Bengkalis regency

- b. Null hypothesis (H_o)

There is no significant correlation between students' learning habit and their listening achievement at the first year students of State Islamic Senior High School Sungai Pakning Bengkalis regency

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design of the Research

This research tries to investigate the correlation between students' learning habit and their listening achievement at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency. It is categorized into correlative research. Wallace, 1998 (in Fitriana 2006, p29) states that if the research aim is to determine how one thing (a variable) affects another in a population, then it is a correlation.

In conducting the research, the writer prepared a questionnaire to measure the learning habits variable symbolized as 'X' and listening test is to find out the listening achievement that symbolized as 'Y' variable.

B. Time and Location of the Research

This research was conducted at Islamic Senior High School Sungai Pakning Bengkalis regency. This school is located on Desa Dompas Bukit Batu District Bengkalis Regency. The time of the research was conducted in April until May 2011.

C. Subject and Object the Research

The subject of this research was the first year students of State Islamic Senior High School Sungai Pakning Bengkalis regency. The subject consisted of two classes (60) students.

The object of this research was a correlation between students' learning habits and their listening achievement.

D. Population and Sample

The population of this research was the first year student of State Islamic Senior High School Sungai Pakning Bengkalis regency. They consisted of two classes; X1, and X2, all of them 60 students. Sample was a sub group of the population. In terms of finding the sample for this research, the writer orientated to Arikunto who states that:

- a. If the population is under 100, the writer can take all of them
- b. If the population is more than 100, the writer can take 10% to 15% or 20% to 25% as a sample²⁹.

In this research, the writer uses total sampling which means all of population is taken to be sample. It can be seen in the following table:

Table. III.1
Description Population and Sample

No	Class	Population	Sample
1	X1	30	30
2	X2	30	30
Total		60	60

²⁹Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktek*. (Jakarta: PT. Rineka Cipta, 2002), p.134

E. Techniques of Data Collection

In this research, there are two kinds of instruments used by the the writer to collect the data, they are:

1. Questionnaire

This technique was used to find out their learning habits in listening. The questions consisted of 20 items with 5 choices. The choices consisted of always, often, sometimes, seldom and never.

2. Test

This test was used to find out the students speaking ability. The writer uses oral test that created by the writer him self. The purpose of this test was to pinpoint the strength and weakness of students' listening achievement.

F. Techniques of Data Analysis

To analyze the data in this research the writer uses Pearson formula as follow:

$$r_{xy} = \frac{(n \cdot \sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2) - (\sum x^2)(n \sum y^2) - (\sum y^2)\}}}$$

To find out the mean score of the variable X the writer use formula as follow:

$$m = \frac{\sum FX}{N}$$

While to find out the mean score of the variable Y the writer use formula below:

$$m = \frac{\sum FY}{N}$$

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

In this chapter, the writer presents the result of the questionnaire and test used in the technique of data collection, which have been collected from the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency. The title of this research is *The Correlation between Students' Learning Habit and Their Listening Achievement at the First Year Students of State Islamic Senior High School Sungai Pakning Bengkalis Regency*. The number of students is 60 students.

There are two kinds of variable in this paper, namely: independent variable (X) and dependent variable (Y). Independent variable refers to students' learning habit was investigated by using questionnaire, there were 20 items given to the students, and every item was measured by using Likert Scale (always, often, sometime, seldom, never) with range score 5-4-3-2-1 for each. The dependent variable refers to the students' listening achievement. It was investigated by using test at the same respondent. The test consisted 25 items and each item was given score 4.

The main purposes of this research are to find out the correlation between students' learning habit and their listening achievement. The following is the description of the research instrument employed in this research.

1. Data on Students' Learning Habit

The data below is the finding of students' learning habits, they are as follows:

Table IV.1
Students Ask Teacher about the Material which He or She does not Understand

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
1	I ask teacher about the material which I do not understand	60	2	11	32	15	-
Percentage		100	3.3%	18.3%	53.3%	25%	-

Based on table above, 2 respondents answer always (3.3 %), often 11 respondents (18.3 %), sometimes 32 respondents (53.3 %) and seldom 15 respondents (25.0 %). It indicates only few students ask teacher about the material which he or she does not understand.

Table IV.2
Students Prepare Themselves for Every Session of the Lesson

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
2	I prepare myself for every session of the lesson	60	-	8	28	23	1
Percentage		100	-	13.3%	46.7%	38.3%	1.7%

Based on the table above, 8 respondents answer often (13.3%), sometimes 28 respondents (46.7 %), seldom 23 respondents (38.3 %), and never 1 respondent (1.7%). It indicates that only few students prepare themselves for every session of the lesson.

Table IV.3
Students Study English at Home Every Night

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
3	I study English at home every night	60	-	6	22	29	3
Percentage		100%	-	10%	36.7%	48.3%	5%

Based on the table above, 6 respondents answer Often (10%), Sometimes 22 respondents (36.7%), Seldom 29 respondents (48.3%) and Never 3 respondents (5%). It indicates that only few of students study English at home every night.

Table IV.4
Students Give Attention to the Teacher who Explains the Lesson

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
4	I give attention to the teacher who explains the lesson	60	8	10	30	11	1
Percentage		100%	13.3%	16.7%	50%	18.3%	1.7%

Based on the table above, 8 respondents answer always (13.3%), often 10 respondents (16.7%), sometimes 30 respondents (50%), seldom 11 respondents (18.3%) and Never 1 respondent (1.7%). It indicates that only some students give attention to the teacher who explains the lesson.

Table IV.5
Students Practice English at School

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
5	I practice English at school	60	-	4	23	27	6
Percentage		100%	-	6.7%	38.3%	45%	10%

Based on the table above, 4 respondents answer often (6.7%), sometimes 23 respondents (38.3%), seldom 27 respondents (45%) and never as 7 respondents (10%). It indicates that most of students do not practice English at school.

Table IV.6
Students Finish Their Homework

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
6	I finish my homework	60	-	3	12	29	16
Percentage		100%	-	5%	20%	48.3%	26.7%

Based on the table above, 3 respondents answer often (5%), sometimes 12 respondents (20%), seldom 29 respondents (48.3%) and never 16 respondents (26.7%). It indicates that few of students finish their homework.

Table IV.7

Students Discuss with Their Friends in English

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
7	I discuss with my friends in English	60	-	2	6	20	32
Percentage		100%	-	3.3%	10%	33.3%	53.3%

Based on the table above, 2 respondents answer often (3.3%), sometimes 6 respondents (10%), seldom 20 respondents (33.3%) and never 32 respondents (53.3%). It indicates that most of students do not discuss with their friends in English.

Table IV.8

Students Open Dictionary if They Find Difficult Word

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
8	I open dictionary if I find difficult word	60	-	15	25	9	11
Percentage		100%	-	25%	41.7%	15%	18.3%

Based on the table above, 15 respondents answer often (25%), sometimes 25 respondents (41.7%), seldom 9 respondents (15%) and never 11 respondents (18.3%). It indicates that most of students open dictionary if they find difficult word.

Table IV.9
Students Uses Dictionary to Improve Their Vocabulary

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
9	I uses dictionary to improve my vocabulary	60	-	16	27	10	7
Percentage		100%	-	26.7%	45%	16.7%	11.7%

Based on the table above, 16 respondents answer often (26.7%), Sometimes 27 respondents (45%), seldom 10 respondents (16.7%) and never 7 respondents (11.7%). It indicates that most of students uses dictionary to improve their vocabulary.

Table IV.10
Students Play with Their Classmate During the Lesson

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
10	I play with my classmate during the lesson	60	4	16	16	10	14
Percentage		100%	6.7%	26.7%	26.7%	16.7%	23.3%

Based on the table above, 4 respondents answer always (6.7%), often 16 respondents (26.7%), sometimes 16 respondents (26.7%), seldom 10 respondents (16.7%) and never 14 respondents (23.3%). It indicates that most of students play with their classmate during the lesson.

Table IV.11

Students Speak English Even Though their English is Broken

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
11	I speak English even though their English is broken	60	1	1	13	32	13
Percentage		100%	1.7%	1.7%	21.7%	53.3%	21.7%

Based on the table above, 1 respondent answer always (1.7%), often 1 respondent (1.7%), sometimes 13 respondents (21.7%), seldom 32 respondents (53.3%) and never 13 respondents (21.7%). It indicates that few students speak English even though their English is broken.

Table IV.12

Students Speak English in Learning Process

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
12	I speak English in learning process	60	2	1	18	27	12
Percentage		100%	3.3%	1.7%	30%	45%	20%

Based on the table above, 2 respondents answer always (3.3%), often 1 respondent (1.7%), sometimes 18 respondents (30%), seldom 27 respondents (45%) and never 12 respondents (20%). It indicates that few students speak English in learning process.

Table IV.13
Students Speak English Out of Classroom

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
13	I speak English out of classroom	60	-	2	9	14	35
Percentage		100%	-	3.3%	15%	23.3%	58.3%

Based on the table above, 2 respondents answer often (3.3%), sometimes 9 respondents (15%), seldom 14 respondents (23.3%) and never 35 respondents (58.3%). It indicates that most of students do not speak English out of classroom.

Table IV.14
Students Communicate in English at School

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
14	I communicate in English at school	60	-	-	5	19	36
Percentage		100%	-	-	8.3%	31.7%	60%

Based on the table above, 5 respondents answer sometimes (8.3%), seldom 19 respondents (31.7%) and never 36 respondents (60%). It indicates that only few students communicate in English at school.

Table IV.15
Students Practice English with Their Teacher

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
15	I practice English with my teacher	60	-	2	8	17	33
Percentage		100%	-	3.3%	13.3%	28.3%	55%

Based on the table above, 2 respondents answer often (3.3%), sometimes 8 respondents (13.3%), seldom 17 respondents (28.3%) and never 33 respondents (55%). It indicates that most of students do not practice English with their teacher.

Table IV.16
Students Practice English with Their Friends in the Outside of Class

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
16	I practice English with my friends in the outside of class	60	-	2	5	20	33
Percentage		100%	-	3.3%	8.3%	33.3%	55%

Based on the table above, 2 respondents answer often (3.3%), sometimes 5 respondents (8.3%), seldom 20 respondents (33.3%) and never 33 respondents (55%). It indicates that most of students do not practice English with their friends in the outside of class.

Table IV.17
Students Practice English with Their Classmate in the Classroom

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
17	I practice English with my classmate in the classroom	60	-	1	9	21	29
Percentage		100%	-	1.7%	15%	35%	48.3%

Based on the table above, 1 respondent answer often (1.7%), sometimes 9 respondents (15%), seldom 21 respondents (35%) and never 29 respondents (48.3%). It indicates that most of students do not practice English with their classroom.

Table IV.18
Students Speak English at Home

NO	Statement	Total Students	The scale of indicating frequency of the Students' responses				
			Always	Often	Sometimes	Seldom	Never
18	I speak English at home	60	-	-	2	5	53
Percentage		100%	-	-	3.3%	8.3%	88.3%

Based on the table above, 2 respondents answer sometimes (3.3%), seldom 5 respondents (8.3%) and never 53 respondents (88.3%). It indicates that most of students do not practice English at home.

Table IV.19
Students Speak English with Their Brother/Sister

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
19	I speak English with my brother/sister	60	-	-	2	5	53
Percentage		100%	-	-	3.3%	8.3%	88.3%

Based on the table above, 2 respondents answer sometimes (3.3%), seldom 5 respondents (8.3%) and never 53 respondents (88.3%). It indicates that most of students do not practice English with their brother/sister.

Table IV.20
Students try to speak English with their parent

NO	Statement	Total Students	The scale of indicating frequency of the students' responses				
			Always	Often	Sometimes	Seldom	Never
20	I speak English with my parent	60	-	-	2	5	53
Percentage		100%	-	-	3.3%	8.3%	88.3%

Based on the table above, 2 respondents answer sometimes (3.3%), seldom 5 respondents (8.3%) and never 53 respondents (88.3%). It indicates that most of students do not try to speak English with their parents.

Table IV.21
Descriptive Test of Students' Learning Habit

No	Items	The scale of indicating frequency of the students' responses					
		Total of students	Always	Often	Sometimes	Seldom	Never
1	I ask teacher about the material which I do not understand	60	2	11	32	15	-
2	I prepare myself for every session of the lesson	60	-	8	28	23	1
3	I study English at home every night	60	-	6	22	29	3
4	I give attention to the teacher who explains the lesson	60	8	10	30	11	1
5	I practice English at school	60	-	4	23	27	6
6	I finish my homework	60	-	3	12	29	16
7	I discuss with my friends in English	60	-	2	6	20	32
8	I open dictionary if I find difficult word	60	-	15	25	9	11
9	I use dictionary to improve my vocabulary	60	-	16	27	10	7
10	I play with my classmate during the lesson	60	4	16	16	10	14
11	I speak English even though my English is broken	60	1	1	13	32	13
12	I speak English in learning process	60	2	1	18	27	12
13	I speak English out of classroom	60	-	2	9	14	35
14	I communicate in English at school	60	-	-	5	19	36
15	I practice English with	60	-	2	8	17	33

	my teacher						
16	I practice my English with my friends in the outside of class	60	-	2	5	20	33
17	I practice my English with my classmate in the classroom	60	-	1	9	21	29
18	I speak English at home	60	-	-	2	5	53
19	I speak English with my sister/brother	60	-	-	2	5	53
20	I try to speak English with my parents	60	-	-	2	5	53
	TOTAL	1200	16	100	294	348	441
	PERCENTAGE	100	1.3%	8.3%	24.5%	29%	36.8%

From the table above we can see generally student tend to choose “never” to show their learning habits. It can be seen from the highest score is 36.8%

Table IV.22
Level of Students’ Learning Habit

Level of Students’ Learning Habit	Frequency	Percent (%)
Low Level (20-47)	45	75%
Middle Level (48-74)	13	21.7%
High Level (75-100)	2	3.3%
Total	60	100.%

2. Data on Students' Listening Achievement

Table IV.23

Students' Listening Achievement Test Result

Students	Correct Answer	Score
1	18	72
2	13	52
3	14	56
4	13	52
5	10	40
6	13	52
7	10	40
8	12	48
9	14	56
10	14	56
11	12	48
12	7	28
13	12	48
14	15	60
15	13	52
16	9	36
17	16	64
18	14	56
19	11	44
20	10	40
21	16	64
22	12	48
23	14	56
24	12	48
25	10	40
26	11	44
27	12	48
28	15	60
29	11	44
30	13	52
31	12	48
32	11	44
33	9	36
34	14	56
35	10	40
36	12	48
37	9	36
38	8	32
39	12	48
40	12	48
41	10	40
42	14	56

43	9	36
44	10	40
45	12	48
46	13	52
47	10	40
48	11	44
49	9	36
50	11	44
51	9	36
52	12	48
53	10	40
54	11	44
55	11	44
56	9	36
57	10	40
58	10	40
59	9	36
60	11	44
Average		46.4

From the table above we can classify students' listening achievement at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency in the following table:

Table IV.24
The Score of Students' Listening Achievement

No	Classification	Score	Frequency	Percentage
1	Good	80-100	0	0%
2	Average to Good	60-79	5	8.3%
3	Poor to Average	50-59	16	26.6%
4	Poor	0-49	39	65%
Total			60	100%

B. The Data Analysis

Based on the data presentation, the writer analyzed into three formulations parts, how is students' learning habit, how is students' listening achievement, is there any correlation between students' learning habit and their listening achievement. This analyze was begun by analyzing statistic of students' learning habit.

1. Analysis on Students' Learning Habit

The analysis based on the mean score of the questionnaire, the computation is shown through the following table:

Table IV.25
The Mean Score of Questionnaire

Score	Frequency	FX
73	1	73
70	1	71
55	2	110
54	1	54
52	1	52
51	1	51
48	2	96
47	3	141
46	2	92
45	2	90
44	5	220
43	1	43
42	5	210
41	3	123
40	3	120
39	4	156
38	2	76
37	5	185
36	5	180
35	4	140
34	2	68
33	3	99

32	2	64
Total	N = 60	FX=2514

$$\begin{aligned} MX &= \frac{2514}{60} \\ &= 41.9 \end{aligned}$$

Based on the first formulation of the problem, the result of computation is 41.9. It is classified into low. Therefore, the statistic of students' learning habits of the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency can be classified low level.

2. Analysis on Students' Listening Achievement

The analysis based on the mean score of the test, the computation is shown through the following table:

Table IV. 26
The Mean Score of the Test

Score	Frequency	FY
72	1	72
64	2	128
60	2	120
56	7	392
52	6	312
48	12	576
44	9	396
40	11	440
36	8	288
32	1	32
28	1	28
	N = 60	FY= 2784

$$\begin{aligned} MY &= \frac{2784}{60} \\ &= 46.4 \end{aligned}$$

Based on the second formulation of the problem, the result of computation is 46.4. It is classified into poor level. Therefore, the statistic of students' listening achievement can be classified poor.

This research is used to obtain the correlation between two variables namely: the students' learning habit as the independent variable (X) and the students' listening achievement as the dependent variable (Y). The writer used questionnaire to find out the students' learning habit and test is used to find out students' listening achievement.

The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While correlation coefficient is negative (-) means that there is negative correlation between two variables. Although, positive (+) or negative (-) is not influence high or low score of correlation coefficient, the sign only show direction of correlation both of them.

3. Analysis on Students' Learning Habit and Listening Achievement

Table IV.27

Descriptive Statistics			
	Mean	Std. Deviation	N
Learning habit	41.8833	8.00443	60
Listening achievement	46.4000	8.65771	60

Table IV.28**Correlations**

		Learning habit	Listening achievement
Learning habit	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.000
	N	60	60
Listening achievement	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.000	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

From the table IV.28 above, the variable of correlation coefficient of the students' learning habit and their listening achievement = 0.672, sig. (2tailed) = 0.000, the interpretation is as follows:

1. The score of correlation coefficient 0.672 > 0.273 in significant standard 5% and 0.354 in significant standard 1% (see table product moment). It means that H_a is accepted which indicates that there is a moderate correlation between students' learning habit and students' listening achievement.
2. The probability score or sig. (2- tailed) is $0.000 < 0.05$. It means that H_a is accepted. On the other words, there is a significant correlation between students' learning habits and their listening achievement.
3. The outputs above show that there is a sign which means there is a significant correlation between students' learning habit and their listening achievement.

4. Direction of correlation between two variables is positive. It means that the higher of students' learning habit would cause the higher too toward their listening achievement. On the contrary, the lower of students' learning habit would cause lower too toward their listening achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The topic of this study is the correlation between students' learning habit and their listening achievement. The research contains two variables, namely independent variable, that is students' learning habit (X) and dependent variable, which is the students' listening achievement (Y).

Regarding the formulation of the problem in this paper, the conclusion can be summarized as follows:

1. Students' learning habit at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency was categorized as low level. Based in the analysis, it was found that the mean score of students' learning habit is 41.9%.
2. Students' listening achievement at the first year of State Islamic Senior High School Sungai Pakning Bengkalis regency was categorized poor because the mean score of listening achievement is 46.4.
3. The Pearson correlation of this research is 0.672, means that the correlation level was a moderate correlation. And since the value was positive, it could be called a positive correlation where the two variables were parallel. It means that both of the variables had the same direction. A change an variable X would be followed by the change in variable Y. If the students' learning

habit was increased, the students' listening achievement would be increased too.

B. Suggestion

Based on the result of the research, the writer founds that both of the variables are in the average level where average students were learning habit and average students also got good listening achievement. It seems that both of the variables were correlated each other. The writer has believed that there was a possibility that if the students increased their learning habit in learning English, their listening achievement would be increased too. In order to reach this, the writer would like to give some suggestions as follows:

1. Students should increase their learning habit since it plays an important role in increasing the listening.
2. It is stated in the conclusion above that if the students' learning habit is increased, the students' listening achievement would be increased too. It needs to be considered by the English teachers who would like to increase their students' reading frequency by giving them motivation to read English text. Because of the listening achievement is increased, the other language skills such as speaking, writing, and reading would be influence. Finally, it can develop the students' listening achievement.
3. This is the responsibility of the candidate of English teachers in the future to pay more attention on the learning habit and the listening achievement of the students in order that they can reach the target of the teaching.

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